



2018-2019 Principal Preparation Grant Program

Application Due 5:00 p.m. CT, March 13, 2018

Texas Education Agency

NOGA ID

Three copies of the application are required to be submitted. One copy **MUST** bear the original signature of a person authorized to bind the applicant to a contractual agreement. All three copies must be received no later than the above-listed application due date and time at this address:

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Texas Education Agency
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Application stamp-in date and time

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Grant Information

Grant Period **04/13/2018** to **06/30/2019**

Program Authority **P.L. 114-95, ESSA, Title II, Part A**

☐ Pre-award costs are permitted.

☒ Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

The following four attachments, listed in the program guidelines:

1. IHE/EPP scope and sequence
2. IHE/EPP instructional coaching protocols
3. IHE/EPP course syllabus
4. IHE/EPP evaluation process and metrics

Applicant Information

Name **Northside ISD** CDN or Vendor ID **015915** ESC # **20** Campus # DUNS # **069450716**

Address **5900 Evers Road** City **San Antonio** ZIP **78238** Phone **210-397-8500**

Primary Contact **Adriana Garza** Email **adriana.garza@nisd.net**

Secondary Contact **Joseph Conroy** Email **joseph.conroy@nisd.net**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances and any application-specific provisions and assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification

Authorized Official Name/Title **Brian Woods, Superintendent** Signature **[Signature]** Date **3/1/18**

Grant Writer Name **Joseph Conroy** Signature **[Signature]** Date **3/6/18**

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

701-18-105-002

RFA # **701-18-105** SAS # **276-18**

2018-2019 Principal Preparation Grant Program

Shared Services Arrangements

- ☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter
☐ into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand
 that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
☐ SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Rapid growth, combined with NISD's large size, has lead to an average of 17 principal vacancies and 23 vice principal vacancies per year over the past five years	This program will ensure that 10 high-quality applicants will participate in a one-year principal residency program and receive their principal certifications. This infusion of qualified and certified individuals will significantly reduce the strain on NISD's administrator pipeline.
NISD's current principal preparation program is open-ended, leading to 100% of current applicants being admitted into the program	NISD will develop a systematic and informed selection process, including targeted recruitment of talented potential principals. Out of at least 40 applicants, the program will only accept 25% (10) of the most qualified candidates.
An OHI assessment of 34 new NISD principals found that 16 (47%) struggled with Goal Focus, which relates to Texas Principal Standard 5	The program will prepare residents for all aspects of principalship, including emphasizing skills related to the Texas Principal Standard 5: Strategic Operations, through curriculum, coaching, and mentorship.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Northside ISD (NISD) will partner with the University of Texas at San Antonio (UTSA) for a selective one-year principal residency program that will prepare 10 talented educators for the challenges of principalship, culminating in 100% of participants receiving principal certifications by June 2019.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

By June 30, 2018, the following benchmarks will have been completed:

- Select the 10 highest-quality educators from a pool of at least 40 applications to participate in the principal residency program
- Send all residents, their mentor principals, and an EPP representative to the TEA Principal Preparation Summer Institute

Measurable Progress (Cont.)**Second-Quarter Benchmark:**

By September 30, 2018, all participating principal residents will have completed the following benchmarks:

- Participate in an orientation meeting with principal coach and mentor principal
- Enroll and begin participating in UTSA fall semester courses (Introduction to School Finance, Legal Foundations in Education, Practicum in Educational Administration)

Third-Quarter Benchmark:

By December 31, all participating principal residents will have completed the following benchmarks:

- Complete design of leadership project
- Successfully complete all UTSA fall semester courses
- Complete at least two coaching visits

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Northside ISD will regularly monitor evaluation data to determine when and how to modify the Principal Preparation Program. A project evaluation team will be formed in April 2018, and will include the Director of Leadership Development, the Principal Coach, the Program Evaluator, and the Grant Projects Manager, and a representative from the EPP. The evaluation team will collect and review a wide range of data over the course of the grant, including but not limited to:

- Number of applicants for principal residency
- Demographic information of principal residents
- Performance evaluation data on principal residents, including coursework and observations
- Feedback from residents
- Feedback from mentor principals
- Residents' program completion rates
- Residents' certification test scores
- Post-residency placement information for principal residents

The evaluation team will meet on a monthly basis, reviewing all available data to determine if the program is progressing towards meeting the benchmarks and summative SMART goal described above. If progress is not being made towards one or more of the benchmarks/goals, the evaluation team will use the data to identify root causes of the problem and modify the program design to improve effectiveness.

Statutory/Program Requirements

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

Northside ISD, in collaboration with EPP partner University of Texas at San Antonio (UTSA), will provide all principal residents with an extended opportunity to practice leadership skills in a school setting. Over the course of the year-long program, residents will design, implement, and reflect on a leadership project, and will receive support from their mentor principal, principal coach, and cohort peers.

Along with evidence-based coursework to provide a foundation in educational leadership theory, all principal residents will be enrolled in a Practicum in Educational Administration (see Attachment 2: Course Syllabi). In this practicum, taught by the same experienced school administrators that will supervise residents as principal coaches, program participants will be asked to apply theory in a practical setting, using such pedagogies as problem-based, action research, and journaling.

In the fall semester, residents will review data from their campus needs assessment to identify a significant problem/challenge in the school that influences practice and student learning. Residents will explore existing research on campus improvement strategies and processes to design a leadership project that supports the school improvement process. All projects will be required to include the following two components:

- Effective and continuous professional development with teaching staff
 - Building a collaborative team within the school to improve instructional practice, student achievement, and school culture
- In the spring semester, principal residents will implement their leadership projects and evaluate their impact on student learning. All residents will have four substitute days to provide them with additional time to plan and implement this project.

Over the year-long practicum course, students will receive expert guidance from two primary sources: their principal coach and their mentor principal. At the beginning of the program, the resident will meet with both of these individuals in an orientation. Two principal coaches will teach the practicum course, where they will discuss and oversee student projects. All residents will receive at least four in-person and on-site coaching visits during the program as they fulfill leadership responsibilities (see Attachment 3: Coaching Protocols). The mentor principal will be the current principal of the school where the resident teaches, and will ensure that the resident is supported and is exposed to substantial leadership opportunities. To achieve this, the mentor principal will meet with the resident at least once every two weeks. Both mentor principals and principal coaches will emphasize Goal Focus, which assessments show is the skill with which NISD principals struggle the most. Residents will also have the opportunity to shadow the school principal and an assistant principal for two full days.

In addition to their expert support, principal residents will also receive peer support from their cohort. The cohort structure will promote collaboration, networking, and teamwork with individuals that are encountering similar challenges. The cohort, which will meet once per week throughout the program, will provide a non-judgemental environment where ideas can be shared and refined in a collaborative setting.

As residents plan and implement their school improvement project, they will be asked to continuously reflect on how these experiences have affected their development as leaders. Residents will be required to maintain a weekly journal in which they document incidents, challenges, and insights. The journal will be confidential, shared only between the residents and their coaches, and will be returned to the residents with comments or guiding questions. Residents will also develop portfolios for their leadership projects, which will be presented at the end of the course.

Statutory/Program Requirements (Cont.)

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

Northside ISD will employ a systematic and informed targeted recruitment process to select residents for the Principal Preparation Program. First, a district selection committee will be formed in March 2018, which will include NISD's Deputy Superintendent for Administration, the Director of Leadership Development, the Principal Coach, and a representative from the EPP. The selection committee will review data to determine which schools currently have an effective mentor principal. Criteria for mentor principals will include:

- At least three years of experience as a principal
- Effectiveness as a principal, as shown by student learning

In mid-April, the selection committee will contact the principals of all schools identified as eligible under the above criteria to invite them to submit nominees for the Principal Preparation program. Principals will be asked to actively recruit talented candidates with demonstrated instructional and leadership abilities. Criteria for principal residents will include:

- A Master's degree
- A track record of measurable student achievement
- Positive evaluations
- Demonstrated interpersonal leadership, positive response to observations and feedback, and growth mindset

In an on-line application form due in late April, principals will be asked to provide evidence of these criteria in a narrative format for each nominee. In early May, the selection committee will review and score all applications based on a rubric, and will further evaluate 15 finalists through face-to-face interviews. The committee will then select the 10 principal residents, and notify them and their principals before May 15.

3. The LEA must provide the name of the institution of higher education (IHE) or educator preparation program (EPP) providing principal preparation; the IHE's or EPP's scope and sequence that includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development; and the IHE's or EPP's required reading and textbooks.

The University of Texas at San Antonio (UTSA) will provide principal preparation for the program, with the following scope and sequence for evidence-based coursework (see Attachment 1: Scope and Sequence):

FALL SEMESTER

- Introduction to School Finance: Introduction and survey of current designs in educational finance of public school districts, review of general concepts, and practices of the appropriate local, state, and federal government agencies.
- Legal Foundations in Education: Survey of current legal basis and practices in the policy administration of education and review of significant court decisions pertaining to educational operations. Textbooks: Education Law: Principles, Policies & Practice; The Educator's Guide to Texas School Law; Publication Manual of the American Psychological Association.

SPRING SEMESTER

- Instructional Leadership for School Improvement: This course is designed to prepare individuals to assume formal and informal leadership roles in instructional designs for inclusive environments in schools. Textbooks: Professional Learning Communities: Communities of Continuous Inquiry and Improvement; The Fourth Way: The Inspiring Future for Educational Change; School Improvement: What's in It for Schools?
- Administration and Function of Special Programs: Identification and analysis of models and designs for the administration, development, supervision, and support programming of special education, guidance, vocational and technical education, and other alternative and support functions in education. Textbooks: Using Equity Audits to Create Equitable and Excellent Schools; What Every Principal Need to Know to Create Equitable and Excellent Schools.

BOTH SEMESTERS:

- Practicum in Educational Administration: The course will engage residents in experiences that provide opportunities to identify approaches and strategies that address best practices and competencies aligned to the TEA Principal Standards.

Statutory/Program Requirements (Cont.)

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

UTSA professors will use a wide range of tools/metrics to evaluate each resident's growth (see Attachment 4: Evaluation Process and Metrics). These metrics will include class participation, quizzes, research papers, portfolios, videos, case critiques, examinations, class presentations, reflective journals, a PLC Action Plan, and a campus equity audit.

One of the most important evaluation metrics will be in-person and on-site observations collected during coaching visits (see Attachment 3: Coaching Protocols). Each resident will receive at least four coaching visits over the course of the program: two in the fall semester and two in the spring semester. Coaching protocols were adapted from the International Coach Federation Core Competencies and TEA T-TESS Field Supervisor Guide, and visits will adhere to the following format:

PRE-CONFERENCE

During the pre-conference, the principal coach and resident will meet to discuss the upcoming observations, focusing on:

- Clarifying goals/outcomes (What does the resident want to achieve?)
- Determining success indicators and evidence (How will the resident know they have achieved the goal/outcome?)
- Identifying approaches/strategies (What approaches/strategies is the resident thinking of using?)

OBSERVATION

During the observation, the principal coach will perform the following tasks:

- Observing expectations in standards and best practices
- Gathering evidence and artifacts
- Assessing implementation and impact
- Generating questions to reinforce and refine practices

POST-CONFERENCE

The post-conference will provide residents with opportunities to reflect on their activities with guidance and support from the principal coach, which will include:

- Using specific evidence to discuss areas of strength and areas that need improvement/refinement
- Prompting the resident to reflect on the areas and how they relate to the Principal Standards
- Providing guidance/recommendations that will move the resident toward their stated goals

Statutory/Program Assurances

- ☒ The LEA must assure that the principal preparation residency is at least one year in length.

The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities

- ☒ to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

- ☒ The LEA must assure that residents do not hold a principal certification in the state of Texas.

- ☒ The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

- ☒ The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.

Total number of principal residents to be served (maximum 10 per LEA) CDN or Vendor ID **Request for Grant Funds**

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

Description of Activity or Cost	Amount Budgeted
1. UTSA Principal Coach Costs: two coaches x \$7,000/each = \$14,000 + fringe benefits (\$800)	14,800
2. Stipend Costs for Mentor Principals: 10 principals x \$1,000 each = \$10,000 + fringe benefits (\$1,200)	11,200
3. Substitute Teacher Costs: 10 residents x six days x \$90/day = \$5,400 + fringe benefits (\$430)	5,830
4. Training Costs for Principal Coaches: two coaches x \$500 each	1,000
5. Tuition Reimbursement Costs for Principal Residents: 10 residents x \$6,000 each	60,000
6. Curriculum Textbooks Costs for Principal Residents: 10 residents x \$300 each	3,000
7. Certification Exam Costs for Principal Residents: 10 residents x \$200 each	2,000
8. Travel Costs for TEA Institute: hotel (\$6,090) + per diem (\$3,150) + mileage (\$990)	10,230
9. In-District Mileage Costs for Principal Coaches: two coaches x \$200 each	400
10. Indirect Costs: \$108,460 in total direct costs x 2.69% ICR	2,918
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Total grant award requested

THE UNIVERSITY OF TEXAS AT SAN ANTONIO

**Attachment 1: Scope and Sequence
Principal Certification Program**

Fall 2018

<u>Course</u>	<u>Week</u>	<u>Topic</u>
1. EDL 5103 Introduction to School Finance	1	School finance system
	2	Overview of school finance
	3	School finance litigation
	4	School finance litigation
	5	Budgeting
	6	Budgeting
	7	Budgeting and purchasing
	8	TEA coding system
	9	TEA coding system
	10	State compensatory funds
	11	Site based decision making
	12	Accounting and auditing
	13	Fraud, waste, and abuse
	14	Presentations
	15	Research paper presentations and final exam
2. EDL 5703 Legal Foundations in Education	1	Legal framework of public education
	2	Governance system of public education
	3	School finance
	4	Church, state, religious issues
	5	School attendance, instructional and curricular issues
	6	Students' rights
	7	Student discipline
	8	Special education law
	9	Special education law
	10	Tort liability
	11	Employment law
	12	Personnel issues
	13	Privacy issues
	14	Desegregation of schools
	15	Final exam
3. EDL 6941 Practicum in Educational Administration (meets 6 times per semester; instructor conducts field observations throughout semester)	1	Course overview, introductory video
	3	Standard 1: Instructional leadership
	6	Standard 2: Human capital
	9	Standard 3: Executive leadership
	12	Standard 4: School culture
	15	Standard 5: Strategic operations, capstone projects

Spring 2019

<u>Course</u>	<u>Week</u>	<u>Topic</u>
1. EDL 6023 Instructional Leadership for School Improvement	1	Role of instructional leader
	2	Schools as professional learning communities
	3	Three ways of change
	4	Three paths of distraction
	5	PLC action plans
	6	Four horizons of hope
	7	PLC action plans
	8	The fourth way
	9	PLC action plans
	10	PLC action plans
	11	School improvement
	12	PLC action plans
	13	School improvement
	14	PLC action plans
	15	School improvement presentations
2. EDL 5503 Administration and Function of Special Programs	1	Course overview
	2	Equity and accountability, equity audits
	3	Bilingual education, equity audits
	4	Equity audits
	5	Special education
	6	Special education, mathematics education
	7	Gifted and talented education
	8	Gifted and talented education, science education
	9	Literacy and early childhood education
	10	Literacy and early childhood education, social studies education
	11	Career and technical education
	12	Discipline/PBIS
	13	Discipline/PBIS, music education
	14	Newcomer programs
	15	Equity oriented leadership
3. EDL 6942 Practicum in Educational Administration (continuation of EDL 6941 in Fall 2018)	1	Capstone project review
	3	Standard 1: Instructional leadership
	6	Standard 2: Human capital
	9	Standard 3: Executive leadership
	12	Standard 4: School culture
	15	Standard 5: Strategic operations, capstone projects

Attachment 2: Course Syllabi

**EDL 5103 Introduction to School Finance
Course Syllabus**

Instructor: Anthony J. Mitchell, CPA, Ed.D.
Office Hours: By Appointment (generally before or after class)
Phone: (210) 878-6171
Email: tony.mitchell.utsa@gmail.com

DISCLAIMER:

This syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based on the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner in class. Students are responsible for being aware of changes.

COURSE DESCRIPTION:

Introduction and survey of current designs in educational finance of public school districts, review of general concepts, and practices of the appropriate local, state, and federal government agencies.

COURSE OBJECTIVES:

The following objectives from the SBCE Standards for the Principal Certificate are the learning objectives for this course:

DOMAIN III—ADMINISTRATIVE LEADERSHIP, Competency 008

The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use. The principal knows how to:

1. Apply procedures for effective budget planning and management.
2. Work collaboratively with stakeholders to develop campus budgets.
3. Acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.
4. Apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants.
5. Use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals.
6. Develop and implement plans for using technology and information systems to enhance school management.

In addition students are expected to:

7. Demonstrate awareness of the history of school finance in Texas.
8. Demonstrate an understanding of the interaction between the public and private sector as it impacts school finance.
9. Demonstrate an understanding of the social, legal, and economic context of financing education in the United States with an emphasis on Texas.
10. Demonstrate an understanding of the revenue sources available to public schools.
11. Understand the process and options for financing school facilities in the current political and economic environment.
12. Understand property and risk-management insurance within the public school environment.

REQUIRED TEXTBOOK:

None

RECOMMENDED TEXTBOOK:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed). Washington, DC: Author. (ISBN: 978-1-433805615).

RESOURCES:

Texas Education Agency Documents, selected readings, school finance court cases, Texas Association of School Boards and Texas Center for Educational Research reports, online journals, state department of education websites and various university websites.

COURSE POLICIES:

1. Students are expected to attend all class meetings, study assigned readings before class, participate in class activities, and complete assignments and homework problems before class the day they are due. Students will be allowed 1 absence. More than one absence will result in a **5 point deduction** from student's final grade. In addition, arriving more than 15 minutes late to class will result in a deduction in a students' participation grade for that class period.
2. Students are responsible for turning in all assignments **before** class on the evening they are due. If you need to miss class for any reason, your assignment is still due that evening via Blackboard or in person **before** class begins. You are also responsible for getting notes and group work from another student. Late assignments will not be accepted for any reason.
3. Quizzes may only be made up in the event of an excused absence. Excused absences are only given in the event of a documented (doctor's note) serious illness or documented religious holiday. In this case, the student will have an opportunity to take a make-up quiz. If a student misses an quiz without a documented excused absence, he/she will not be allowed to take a make-up quiz. In the case of a documented religious holiday, advance notice of the absence must be given.
4. In the case that a student misses a large number of assignments due to an emergency situation, it is the instructor's decision whether to grant the student an incomplete for the course. Students not making satisfactory progress at the time of the emergency will not be

offered an incomplete. Failure of a student given an incomplete to satisfactorily complete his/her coursework by the agreed upon deadline date will result in failure of the course.

5. Students are expected to be above reproach in scholastic activities. Students who violate UTSA rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. *"Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts"* (UT Regent's Rules of Regulation). Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. Please refer to the UTSA Student Code of Conduct on scholastic dishonesty and disciplinary action available at: <http://www.utsa.edu/OSJA/index.cfm>
6. All members of the class are expected to behave with courtesy and respect toward others. Should behavioral disruptions interfere with the business of the classroom and the ability of class members to learn, they may be reported to the Office of Student Judicial Affairs in accordance with Section 202 of the UTSA Student Code of Conduct available at <http://www.utsa.edu/OSJA/index.cfm>.
7. UTSA students with documented disabilities have access to an array of support services through the Office of Disability Services (Office: MS 2.03.18; Phone: 210-458-4157; Web: <http://www.utsa.edu/disability/>). Students with disabilities must be registered with the Office of Disability Services located in MS 2.03.18, (210) 458-4157 (Voice), (210) 458-4981 (TTY), or UTSA Downtown, BV 1.302, (210) 458-2945, in order to receive support services. If you have registered with the Office of Disability Services and have received accommodations, please contact me to discuss your needs.

ROADRUNNER CREED:

The University of Texas at San Antonio is a community of scholars, where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered. As a Roadrunner, I will:

- Uphold the highest standards of academic and personal integrity by practicing and expecting fair and ethical conduct;
- Respect and accept individual differences, recognizing the inherent dignity of each person;
- Contribute to campus life and the larger community through my active engagement; and
- Support the fearless exploration of dreams and ideas in the advancement of ingenuity, creativity, and discovery.

Guided by these principles now and forever, I am a Roadrunner!

<http://www.utsa.edu/about/creed/>

DISHONESTY POLICY:

Students are expected to be above reproach in scholastic activities. Students who violate university rules on scholastic dishonesty are subject to disciplinary proceedings, including the possibility of failure in the course and dismissal from the University (Please see "Scholastic

Dishonesty" from UTSA Handbook of Operating Procedures). According to the UT System Regent's Rules and Regulations, "Scholastic Dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." Since scholastic dishonesty harms the individual, all students, and the integrity of the university, policies on scholastic dishonesty will be strictly enforced.

INCOMPLETE GRADE POLICY:

The grade "IN" is given by an instructor to indicate that some part of the work of a student in a course has, for good reason, not been completed, while the rest of the student's work in the course was satisfactorily completed. The Incomplete allows a student to complete the course without repeating it. A grade of Incomplete may not be assigned when a definite grade can be given for the work done. The student must have been in attendance at least three-fourths of the term to receive a grade of "IN."

Whenever a grade of Incomplete is assigned, the instructor is required to submit requirements for removal of the Incomplete. During the regular grading period this is done electronically. After the grade submission deadline, Requirements for Removal of Incomplete form must be submitted to the Dean's office. The Dean's office will then submit the form to the Office of the Registrar.

Incomplete work must be made up no later than the end of the final examination period one year from the semester the Incomplete was received and before the student's graduation. If the work is not completed within this time, the "IN" remains on the student's record, and credit may be earned only when the student reenrolls in the course and completes the entire course satisfactorily. The time limit does not apply to graduate-level thesis, internship, or dissertation courses, except that an "IN" cannot be removed after a degree is awarded. The time limit does apply to all other graduate courses, including special problems and independent study courses.

IN NO CIRCUMSTANCES WILL GRADES BE CHANGED AFTER ONE CALENDAR YEAR.

GRADING SCALE: 1,000 point scale

- | | | |
|----|---|--------------------|
| 1. | A | 1,000 - 900 points |
| 2. | B | 899 – 800 points |
| 3. | C | 799 – 700 points |
| 4. | F | 699 – 0 points |

COURSE ASSIGNMENTS:

- | | | |
|----|---------------------|-------------------------|
| 1. | Class Participation | 10% (100 points) |
| 2. | Reading Quizzes | 40% (400 points) |
| 3. | Presentation | 20% (200 points) |
| 4. | Research Paper | <u>30% (300 points)</u> |
| | | 100% (1,000 points) |

CLASS PARTICIPATION: 10 %

During in-class meetings, students will be expected to actively participate in discussions and activities. A participation grade will be assigned at the end of the semester based on the following criteria:

1. Excellent Participation: Proactive participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration, and not absent for more than one class period.
[Grade = 90 to 100 points]
2. Satisfactory Participation: Reactive participation with supportive, follow-up contributions that are relevant and of value and was absent between 2 and 3 class periods.
[Grade = 80 to 89]
3. Minimally Acceptable Participation: Passive participation including being present, alert, attentive, but not actively involved, and/or was absent more than 3 periods.
[Grade = 70 to 79]
4. Unsatisfactory Participation: Uninvolved including being absent, late, present but not attentive, or making irrelevant contributions that inhibit the discussion, and/or absent for more than 3 class periods. [Grade = 0 to 69 points]

READING QUIZZES: 40%

During the course of the semester, students will be asked to participate in quizzes based on material assigned during the class. The quizzes will be utilized to assess understanding of the topics to be discussed.

RESEARCH PAPER: 30%

As an individual or as team of two, prepare a research paper that focuses on the financial situation of your school district. The paper should answer the following questions: what are the current financial issues your district is facing and what are the plans to address these issues. Your research should include interviewing at least one of your district's school business officials. Grade will be based on format, completion, accuracy, and analysis. Proposals should include the following components in APA format:

1. APA Title Page
2. Introduction
3. Issues Section
4. Plans Section
5. Conclusion
6. APA Reference Page(s)

RESEARCH PAPER PRESENTATION: 20%

Students will present their research proposal to the class. Presentations are due on the date assigned.

THE UNIVERSITY OF TEXAS AT SAN ANTONIO

EDL 5703: Legal Foundations in Education Course Syllabus

This syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate, and I will make my best efforts to communicate any changes to the syllabus in a timely manner. Please note that students are responsible for being aware of these changes.

INSTRUCTOR INFORMATION & COURSE DESCRIPTION

Instructor	David P. Thompson, Ph.D.
Office	FS 4.520
Office hours	M 2:00 PM – 5:45 PM, or by appointment
Telephone	210.458.6821 (O) 210.289.7552 (C) (preferred contact by phone or text)
FAX	210.458.5848
Email	david.thompson@utsa.edu
Internet	http://education.utsa.edu/faculty/profile/david.thompson@utsa.edu

COURSE DESCRIPTION: Survey of current legal basis and practices in the policy administration of education and review of significant court decisions pertaining to educational operations. Emphasis on rights and responsibilities of teachers and students and legislation related to multicultural institutional operations.

An additional purpose of this course is to examine the legal framework of education in this nation, including the United States and Texas Constitutions, Federal and Texas statutes, and landmark court cases that control the operation of schools.

SPECIFIC OBJECTIVES: More specifically, at the end of this class, students will:

1. Understand and articulate how the American and Texas legal systems affect public schools;
2. Develop an appreciation of the impact of the U.S. and Texas legal systems and how these systems influence public education;
3. Understand and articulate the governance (state, federal, and local) of the Texas public education system;
4. Understand and apply provisions from the U.S. Constitution and Texas Constitution to school legal problems;

5. Understand and apply case law to school legal problems;
6. Understand and apply state, federal, and local legal provisions to school legal problems;
7. Become proficient at researching a legal problem and applying this knowledge to analyzing and solving school legal problems;
8. Understand and implement policies and procedures that encourage all campus personnel to comply with the Code of Ethics and Standard Practices for Texas Educators;
9. Understand relevant provisions of the Texas Education Code and Texas Administrative Code;
10. Understand and apply local, state, and federal legal issues which support sound decisions;
11. Understand and articulate how the American and Texas legal systems affect public schools;
12. Develop an appreciation of the impact of the U.S. and Texas legal systems and how these systems influence public education;
13. Understand and articulate the governance (state, federal, and local) of the Texas public education system;
14. Understand and apply provisions from the U.S. Constitution and Texas Constitution to school legal problems;
15. Understand and apply case law to school legal problems;
16. Understand and apply state, federal, and local legal provisions to school legal problems;
17. Become proficient at researching a legal problem and applying this knowledge to analyzing and solving school legal problems;
18. Understand and implement policies and procedures that encourage all campus personnel to comply with the Code of Ethics and Standard Practices for Texas Educators;
19. Understand relevant provisions of the Texas Education Code and Texas Administrative Code;
20. Understand and apply local, state, and federal legal issues which support sound decisions;
21. Understand legal and ethical implications related to school operations;
22. Model and promote the highest standard of conduct, ethical principles, and integrity in decision-making;
23. Implement legal strategies for the recruitment, selection, and assignment of campus staff;
24. Apply local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs; and
25. Use, *inter alia*, legal requirements as a basis for campus curriculum planning.

REQUIRED TEXTS:

1. Dayton, J. (2012). *Education law: Principles, policies, and practice*. Wisdom Builders Press. Available from Amazon at <http://amzn.to/ZwxEto>. ISBN 978-1470063214. (D)
2. Walsh, J., Kemerer, F., & Maniotis, L. (2014). *The educator's guide to Texas school law* (8th ed.). Austin, TX: University of Texas Press. ISBN 978-0-292-76084-4 (WKM)
3. The Texas Statutes.
4. American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.) Washington, DC: Author. (online version)

COURSE REQUIREMENTS AND EVALUATION

Quizzes (20% of final grade)

Six quizzes will be given as shown in the class meeting schedule. The quizzes will be given on Blackboard Learn. The quizzes will be 60 minutes in length, will consist of from 10 to 20 objective questions (true-false, multiple choice, etc.) and will cover key concepts from the Dayton and WKM readings for that class session or those class sessions. The lowest two quiz grades will be dropped, and the quiz average will count 20% toward the final grade. Quizzes are open book and notes but are not collaborative.

Final examination (20% of final grade)

A final exam will be given as shown in the course schedule. This exam will be administered via Blackboard, will be from 4-5 essay questions in format, and will be take-home and "open book" (including course materials, handouts, etc. [but not collaborative in nature]). The purpose of this exam is to give you the opportunity to apply the concepts learned in class to real-life legal scenarios presented in the exams. The following provides the dates that the exams will be available.

There is no time limit to complete the exam, as long as it is submitted by not later than the time and date noted above. The final exam is open-book/notes, but is **not collaborative in nature**.

Case critiques (20% of final grade)

Each student will prepare and present to the class one case critique from the table of cases that is provided. Please see the guidelines and sample critique in the course menu of Blackboard Learn for further information. The case critique will comprise 20% of the final grade. The case critiques will be due on the date that is posted in the "Cases for Critique" attachment in Blackboard. Please use Microsoft Word when writing your critiques and, when submitting your case critique, please post in the "Case Critiques" topic area of Blackboard Learn discussions.

Policy analysis papers (20% of final grade)

Working either singly or in groups of up to 3, each person/group will write a "white paper" analyzing and making recommendations for improvement of an existing district policy, procedure, or handbook provision. This paper will count 20% of the final grade. Please see Blackboard Learn for more information on this exercise.

Application assignment (20% of final grade)

Working individually or with one partner, each student or group will attend a local independent school district board meeting and prepare a write-up of this meeting according to the guidelines found in Blackboard Learn. This exercise will count 20% toward the final grade. Please see Blackboard Learn for information on this exercise.

MISCELLANEOUS PROVISIONS

Attendance/Make-up work

Class attendance is crucial. Because I understand that professional responsibilities might necessitate you missing a class, I will grant one absence from “in-class” class without penalty. Further absences will result in a deduction of seven and one-half (7.5) points from your final numerical grade, unless the absence results from and is verified in writing for one of the following reasons: (i) Participation in a required/authorized university activity, (ii) Verified illness, (iii) Death in the student's immediate family, (iv) Obligation of a student at a legal proceeding, or (v) Religious holy day observance. As specified in the UTSA Student Attendance policy, students may be dropped from the course with a grade of "F" for excessive absences.

All assignments are due on the date assigned, regardless of your presence in class. If you know that you will be absent on the day of a due assignment, please plan accordingly and email me the assignment on or prior to the due date.

All assignments are to be submitted electronically via [Blackboard Learn](#).

In general, the following numerical scale will be used to determine letter grades: A, 90-100%; B, 80 to less than 90%; C, 70 to less than 80%; D, 60 to less than 70%; F, less than 60%. Elevating borderline numerical grades to the next higher letter grade is done at the instructor's discretion.

Scholastic Dishonesty/The Roadrunner Creed

Students are expected to be above reproach in scholastic activities. Students who violate university rules on scholastic dishonesty are subject to disciplinary proceedings, including the possibility of failure in the course and dismissal from the University (Please see "Scholastic Dishonesty" from the UTSA Handbook of Operating Procedures. According to the UT System Regent's Rules and Regulations, "Scholastic Dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." Since scholastic dishonesty harms the individual, all students, and the integrity of the university, policies on scholastic dishonesty will be strictly enforced.

The Roadrunner Creed, as part of the academic honor code, is also incorporated by reference into this document. Further information on the Creed can be found at <http://www.utsa.edu/about/honorcode/>.

Class participation

In order for this class to work, it is vital that each of you keep up with the readings so that our discussions are rich. Thus, don't be hesitant to participate. There are no stupid

questions in school law—your classmates may have similar questions, so fire away. TAKE CHANCES, GET MESSY! There is only one sacred ground rule for class discussions—each person will respect the right of each other to offer his/her own viewpoint, and will engage the viewpoint.

Students with Disabilities

Students with disabilities must be registered with the Office of Disability Services located in MS 2.03.18, (210) 458-4157 (Voice), (210) 458-4981 (TTY), or UTSA Downtown, BV

1.302, (210) 458-2945, in order to receive support services and accommodations from the instructor. If you have registered with the Office of Disability Services and have received accommodations, please contact me to discuss your needs.

Audiotaping of Classes

Students may audiotape classes with prior verbal instructor permission. Audiotaping will not be permitted when discussing exams and/or other graded course requirements.

Children in Classes

As harsh as it may seem, graduate school is for graduate students. Unless your child(ren) has(ve) been admitted as a graduate student and has(ve) registered for this class, he/she (they) may not attend class. Thanks for your understanding

General Provisions

In addition to the provisions of this syllabus, students are responsible for the provisions found in the UTSA Graduate Catalog (<http://catalog.utsa.edu/graduate/>) and the Information Bulletin of UTSA (<http://catalog.utsa.edu/informationbulletin/>), which are incorporated by reference into this document.

THE UNIVERSITY OF TEXAS AT SAN ANTONIO

EDL 6023 Instructional Leadership for School Improvement Course Syllabus

Instructor: Juan Manuel Niño, Ph.D.
Educational Leadership and Policy Studies Buena Vista 4.320
juan.nino@utsa.edu
210-458-5840 (office)
210-458-5848 (fax)
Office hours: By appointment

ELPS MISSION STATEMENT

The Department of Educational Leadership and Policy Studies prepares educators to become transformational leaders who can work effectively in diverse, ambiguous, and challenging contexts. The goals of transformational leadership include equity, excellence, social justice, democracy, risk-taking, and responsiveness to community needs. Faculty in the Department of Educational Leadership and Policy Studies are strongly committed to developing collaborative and responsive relationships with area schools and communities.

COURSE DESCRIPTION

This course is designed to prepare individuals to assume formal and informal leadership roles in instructional designs for inclusive environments in schools. A study of how school leaders guide, facilitate, and support curriculum, instruction, and assessment and create a continuous learning environment that promotes school improvement initiatives. As such, students will learn the identification and analysis of models and designs for the administration, development, supervision, and support programming of core instructional programs.

COURSE OBJECTIVES

Through this course, graduate student will:

- Prioritize instruction and student achievement from recent research based practices;
- Implement a rigorous curriculum aligned with state standards, including college and career readiness standards;
- Analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the needs of their diverse student populations;
- Monitor and ensure staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;
- Ensure that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.
- Understand the cultural knowledge of school population for equitable instructional programs and social justice leadership practices to support all

- learners; and
- Provide opportunities for professional growth and development through field experiences and practical applications such as developing action plans for continuous school improvement.
- Apply theoretical knowledge to a local school/community context.
- Collaborate with peers, providing support through guidance, feedback, and reflective activities.
- Become more *proficient* in APA style.

Leading Learning. The principal:

- 1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
- 2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;
- 3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;
- 4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;
- 5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;
- 6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;
- 7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;
- 8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;
- 9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;
- 10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and
- 11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.

COURSE READINGS

- Hord, S. (1997). *Professional learning communities: Communities of continuous inquiry and improvement*. Austin, TX: Southwest Educational Development Laboratory.
- Hargreaves, A. & Shirley, D. (2009). *The fourth way: The inspiring future for educational change*. Thousand Oaks, CA: Corwin Press
- Harris, A. (2002). *School improvement: What's in it for schools?* London, UK: Routledge.

Blackboard/LEARN

The communication tools within Blackboard will be used for on-line course requirements. It is the student's responsibility to access this system to obtain and submit the required documents. The instructor reserves the right to add or delete content as necessary.

COURSE REQUIREMENTS/EVALUATION CRITERIA

Participation and Engagement.....	10 points
maximum PLC Action Plan	20 points
Continuous School Improvement & Presentation	30 points
Blackboard Discussions	30 points
Reflection	10 points
Maximum Total Points	100

Grading Scale: 90-100 = A, 80-89 = B, 70-79 = C, 69 and below is failing

Grading	
A	<ul style="list-style-type: none">• Student attends and is engaged in at least 90% of class sessions in their entirety.• As a part of participation and engagement:<ul style="list-style-type: none">◦ Engages in critical reflection in individual and group settings◦ Provides thoughtful and constructive feedback to peers• (S)he completes and submits all assignments on time.<ul style="list-style-type: none">◦ Written work is well organized, clear, concise, and illustrates critical thinking and analysis;◦ Uses APA style appropriately; is grammatically sound; and a pleasure to read
B	<ul style="list-style-type: none">• Student attends and is engaged in at least 80% of class sessions in their entirety.• As a part of participation and engagement:<ul style="list-style-type: none">◦ Occasionally engages in critical reflection in individual and group settings◦ Provides mostly thoughtful and constructive feedback to peers• S(he) completes and submits all assignments on time.<ul style="list-style-type: none">◦ Written work is somewhat organized, mostly clear and concise, and occasionally illustrates critical thinking and analysis; APA style is loosely adhered to at best; has some grammatical errors.
C, D, F	<ul style="list-style-type: none">• Student attends and is engaged in less than 80% of class sessions in their entirety.• As part of participation and engagement:<ul style="list-style-type: none">◦ Engages in surface level reflections in individual and/or group settings◦ Infrequently provides thoughtful and constructive feedback to peers; and/or engages in behavior that distracts and/or does not contribute to building a collaborative learning community• S(he) does not complete at least two assignments on time.<ul style="list-style-type: none">◦ Written work: lacks organization, is not clear and concise, and/or only examines issues at the surface level; APA style is lacking and/or loosely adhered to; has repetitive grammatical errors.

COURSE EXPECTATIONS

Engagement and participation are requisite components of the course, and involve both in and out of class activities. The best stance for meaningful conversation and participation is one of listening and speaking – listening to the texts, to the life experiences of students and adults in schools, to the issues of society and ways they are theorized and researched. Out of that, ponder, reflect, ask questions of one another and the texts, search for new possibilities, and voice the contributions of your thinking and experiences. In this manner, participation ought to evidence **thoughtful reflection on assigned readings and advance the learning of the whole group** in relation to the topic/s under study. Conversations may become contested or uncertain at times, and so commitment to scholarly and respectful discourse is important. Students are expected to come to class having completed assigned readings and activities, and be prepared with discussion issues and questions related to the readings. In addition to the major assignments, out of class activities will be assigned and should be completed on time. Please bring readings to class in electronic or hard copy format, as we will refer to them during our discussion and activities.

Attendance is expected for all classes. Each absence (full or partial) does lower a final grade and **two (2) or more absences across the semester may warrant a failing grade for the course.**

NOTE: 1 absence no penalty, 2 absences = 1 letter grade off the final grade, 3 absences = fail

****Missing the last 2 days of class counts as 2 absences for each day missed.**

It is the student's responsibility to contact a classmate to catch up on missed class content and/or to obtain class handouts from another student or download from Blackboard.

Group work- Some of the assignments of this course will require you to work with an assigned group of students in this course who have similar and/or research interest in- mind. It is expected that you will meet with your group outside of class. A convenient time that groups should consider is to meet a few hours before class to discuss that day's class, the readings, and upcoming assignments, or during research days. Because this course is so compact, access to a small group of peers in the course regularly would be highly advantageous for each student. In addition, you are highly encouraged to use the online Blackboard communications resources, such as email, discussion board, and text- chat.

Course evaluations during the Spring 2018 semester will be conducted during April 2 –16, 2018. You will receive an email with a link to the course evaluation for the course during this time.

****Completion of this instrument is a component of the participation for this course** as I use the results of the course evaluations to improve the way that I structure the course and my teaching delivery. In addition to how evaluations assist me as a faculty member, the University uses course evaluations as a factor in evaluating my teaching effectiveness.

Policies

Classroom: Attend each class meeting and arrive on time. Turn all cell phones and pagers to silent mode. Do not answer cell phones or send/respond to text messages during class. If you need to keep your cell phone out please let me know before class.

Communication: Email is the best way to reach me and I will do my best to return your email within 48 hours of receiving it (excluding weekends).

Technology-- Blackboard and Email: All assignments are to be uploaded onto the Blackboard before the start of class on the due date unless specified otherwise. Additional readings will also be uploaded onto Blackboard; hard copies will not be provided in class. Access your UTSA email on a regular basis, as course announcements/resources will be emailed to this account. Also, while there is internet availability throughout the campus, during class, please limit your use of the internet to class work only

Assignment Format: All assignments are to be submitted electronically and hardcopy and in a **Word File** with APA format (including citations, cover sheet with statement of authorship, abstract, headers, and page numbers). Special attention will be paid to citations and reference pages. Papers ought to be double-spaced in 12 pt font (Times New Roman, preferred) with 1" margins. All sentences should be divided by a double space. **Electronic documents/files should be labeled with the student's name, for example: JMNiño- Reflection 1.doc**

The UTSA Writing Center: The UTSA writing center is a wonderful resource provided free of charge to all UTSA students. Students are able to submit samples of writing projects to the center for independent tutoring, review and/or critique. The writing center is available online and at their office hours and by appointment. If you are struggling in any way with writing for any course at UTSA, or would like an independent opinion of your writing to help you improve, please do not hesitate to use this resource.
<http://utsa.edu/twc/>

Late/Missed Assignments: All assignments are due on the date assigned unless other arrangements have been successfully negotiated with the instructor for compelling reasons. Late work will not be accepted in this course.

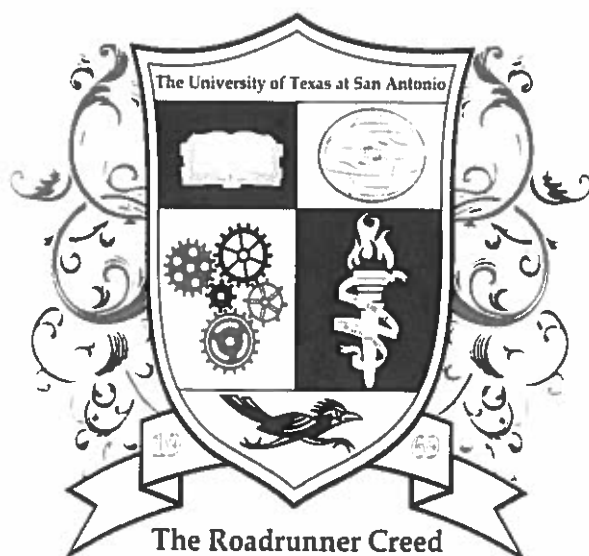
Illness/Emergencies/Unforeseeable Absences: If an illness/emergency or unforeseeable circumstance arises and you cannot attend class, please email or call me ASAP. Given that this course is only four weeks long, you may be asked to consider dropping this course if you miss 2 or more classes.

Accommodations: The University of Texas at San Antonio seeks to provide reasonable accommodations for all qualified individuals with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required in order to afford equal educational opportunity. It is the student's responsibility to register with Disability Support Services (210.458.4157), located at MS 3.01.16, and to contact the faculty member in a timely manner to arrange for appropriate accommodations.

UTSA's Academic Honesty Policy. Learning and teaching take place best in an atmosphere of intellectual freedom, openness, and honesty. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education. All work included in students' assignments must be given credit to original source. An assignment that is questionable will be investigated and subject to disciplinary actions recommended under The University of Texas at

San Antonio Honor Code. Academic dishonesty is a violation of the Student Code of Conduct and is addressed in Appendix B, Sec. 203. Students who are unfamiliar with the University's Honor Code policy should review: <http://www.utsa.edu/infoguide/appendices/b.html#sd>

The University of Texas at San Antonio is a community of scholars where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered.



**As a Roadrunner,
I will:**

- Uphold the highest standards of academic and personal integrity by practicing and expecting fair and ethical conduct;
- Respect and accept individual differences, recognizing the inherent dignity of each person;
- Contribute to campus life and the larger community through my active engagement; and
- Support the fearless exploration of dreams and ideas in the advancement of ingenuity, creativity, and discovery.

Guided by these principles now and forever, I am a Roadrunner!

Statement of Authorship

The following statement must be completed and turned in with each paper submitted for grading. This statement must be signed by the student and should appear on the cover page.

I certify that I am the author of this paper titled _____ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course and has not been submitted before in any class by me or anyone else. I understand that falsification of information will affect my status as a graduate student.

Student's Signature

Date

COURSE ASSIGNMENT DESCRIPTIONS

Each student is expected to actively contribute to each class discussion by making connections to the assigned text/supplementary readings (i.e., theories and concepts) and to their own work experiences. They will be prepared, forthcoming in sharing of their own ideas and thoughts, inviting and considerate of the thoughts and ideas shared by others. Students are encouraged to **listen openly to different views and respectfully engage when disturbed or disagree.**

Students are expected to actively participate in out-of-class activities and/or work sessions when appropriate. **Keep in mind if you are absent, you cannot participate and your participation grade will be affected.**

Students will be assigned to develop a 30-day entry point action plan. Students will review a specific academic area in an elementary or secondary school. Using the data available, students will develop and present an aligned, good, first instruction lesson that engages a Professional Learning Environment. This activity will follow the characteristics of a PLC for collaboration and support. The action plan will address key areas of potential growth and activities to address area. Additionally, present potential challenges you may encounter as a novice principal when presented with such data and required to create an entry point (30-day) action plan. Refer to **Appendix A** for schedule of 30 min presentations.

School Improvement and Presentation

30 points

Students will be expected to research, prepare and present a year-long School Improvement Initiative that addresses the needs identified. For your presentation, plan activities using information from the assigned chapters and journal articles utilizing a variety of strategies to engage all learners and ensure that all aspects of the assignment are covered. Your group presentation ought to lead the class to a critique increasing the engagement, creativity and participation of all students. Each group will include findings from a research based article pertaining to the theme being presented. The presentation should be conducted within a 60-minute period. Refer to **Appendix B** for more information on class project schedule.

Blackboard Discussions

30 points

On-line Discussion: Students will engage in reactions to activities via our online system, Blackboard/Learn. Students will read the activity in blackboard and post a reaction and response to one other student's initial reaction.

Final Reflection

10 points

As part of the learning experience, students will reflect and document on how lived personal moments have influenced, shaped and challenged the instructional person of today. Each student will be required to post a final reflection on what was learned during the semester. Final reflection should be complex and reflective of the assigned articles/topic discussed in class.

Notes: The instructor reserves the right to make modifications throughout the semester to the course syllabus, calendar, and readings as needed.

Appendix A PLC

Action Plans

Group 1 Literacy	Group 2 Math	Group 3 Science	Group 4 Social Studies	Group 5 Special Education	Group 6 Bilingual ELL/ESL
Elementary School					
Secondary School					

Appendix B

School Improvement and Presentation

Group A Literacy	Group B Math	Group C Science	Group D Social Studies	Group E Special Education	Group F Bilingual ELL/ESL
Las Palmas ES					
Perales ES					
Brentwood MS					
Kennedy HS					

Topics to Address for School Improvement

- Discipline Data
- General Achievement Data
- Social Class
- Race and Ethnicity Data
- ELLs and Bilingual Data
- (Dis)ability Data
- Gender Data
- Sexual Orientation and Gender Identity Data

Guiding Questions

Social Class

- What do these social class data mean?
- Strengths
- Areas for improvement
- Specific ideas to remedy the areas in need of improvement

Race and Ethnicity

- What do these race and ethnicity data mean?
- Strengths
- Areas for improvement
- Specific ideas to remedy the areas in need of improvement

English Language Learners

- What do these ELLs data mean?
- Strengths
- Areas for improvement
- Specific ideas to remedy the areas in need of improvement

Students with (Dis)abilities

- What do these special education data mean?
- Strengths
- Areas for improvement
- Specific ideas to remedy the areas in need of improvement

Gender

- What do these gender data mean?
- Strengths
- Areas for improvement
- Specific ideas to remedy the areas in need of improvement

Sexual Orientation and Gender Identity

- What do these sexual orientation and gender identity data mean?
- Strengths
- Areas for improvement
- Specific ideas to remedy the areas in need of improvement

**EDL 5503: Administration and Function of Special Programs
Course Syllabus**

UTSA ELPS Mission Statement

Educational Leadership and Policy Studies Department faculty conduct research and prepare diverse students to become effective transformational leaders and scholars in today's P-20 educational contexts. Essential aspects of our research and teaching include: critical praxis; responsiveness to local, national, and global community needs; equity; democracy; inclusive excellence; risk taking; social justice; and sustainability. We are committed to developing collaborative relationships with schools, higher education institutions, and other community organizations.

Instructor: Bruce Barnett
University of Texas at San Antonio
Department of Educational Leadership and Policy Studies
College of Education and Human Development
501 César Chávez Boulevard
San Antonio, TX 78207

Office location/hours: Buena Vista Building 4.334; by appointment

Office Telephone #: (210) 458-5413, FAX: (210) 458-5848

E-mail: bruce.barnett@utsa.edu

Course Title: EDL 5503 - Administration and Function of Special Programs

Credits: 3

Course Description

Identification and analysis of models and designs for the administration, development, supervision, and support programming of special education, guidance, vocational and technical education, and other alternative and support functions in education.

Instructional Objectives

The student will demonstrate an understanding of special instructional programs by:

1. Investigating the needs of special student populations and programs, and identifying the best instructional practices for students in these programs;
2. Extending students' knowledge base of special instructional programs by understanding how integrated comprehensive services and how social justice leadership practices support all learners; and
3. Providing students with opportunities for professional growth and development through readings, discussions, field experiences, and practical assignments.

Standards from Professional Organizations

The courses offered by the Department of Educational Leadership and Policy Studies are designed to prepare individuals to serve as leaders of educational organizations. The learning experiences address the skills, competencies, and performance expectations identified by numerous professional organizations and learned societies with an interest in the preparation of educational leaders. Among the organizations consulted are the National Association of Elementary School Principals, National Association of Secondary School Principals, University Council for Educational Administration, and the Interstate School Leadership Licensure Consortium. In addition, the following domains and competencies for principals developed by the Texas State Board for Educator Certification are emphasized:

DOMAIN I: SCHOOL COMMUNITY LEADERSHIP

Competency 001

The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (School community includes students, staff, parents/caregivers, and community members.) The principal knows how to:

- Respond appropriately to diverse needs in shaping the campus culture.

Competency 002

The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

The principal knows how to:

- Implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.
- Communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.

Competency 003

The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

The principal knows how to:

- Apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.
- Serve as an advocate for all children.
- Promote the continuous and appropriate development of all students.
- Promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation.

DOMAIN II: INSTRUCTIONAL LEADERSHIP

Competency 004

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

The principal knows how to:

- Facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.
- Facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.

Competency 005

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

The principal knows how to:

- Facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
- Facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.
- Ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.
- Ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.

Course Themes

1. Equity audits
2. Bilingual education
3. Special education
4. Gifted and talented education
5. Early childhood education
6. Career and technology education
7. Discipline/Positive behavioral intervention and support
8. Newcomer programs (refugees, immigrants)
9. Equity-oriented leadership

Student Evaluation

Throughout the course, students are required to participate in class discussions, prepare oral and digital presentations, and complete written assignments. These activities will be evaluated using the following criteria:

1. Written assignments should: (a) be completed on time, (b) be free of grammatical errors, (c) be well organized and written, and (d) reflect all aspects of the assignment.
2. Class participation should be: (a) active and (b) relevant to the topic of discussion (see additional clarification below).
3. Oral presentations should: (a) be well organized, (b) be clearly and creatively presented, and (c) reflect all aspects of the assignment.

Course Requirements

1. Reading/Class Participation/Attendance
2. Campus Equity Audit

Points

- 25
- 20

3. Chapter Presentation	15
4. Teacher Interviews (4)	15
5. Final Paper	
• Outline	5
• Final Paper	20

1. **Reading/Class Participation/Attendance (25 points):** When *chapters* are assigned from the Theoharis and Brooks textbook, prepare responses to the questions developed by the instructor. When *articles* are assigned, make brief notes on a 3x5 card regarding: (a) areas of interest to you, (b) questions or thoughts you have, and (c) points that you agree and disagree with the author. When reading *chapters* from the Skrla, McKenzie, and Scheurich textbook, answer the questions at the end of each chapter. These areas, questions/thoughts, and critiques will shape our in-class discussions.

Class discussions should be **active and relevant**, which means students should:

- Refer to ideas presented in the chapters and articles
- Ask thoughtful questions
- Remain focused on the topic
- Actively listen to comments and building on others' ideas
- Challenge ideas in a constructive and professional manner

Because this course is student-centered, students will be expected to participate and contribute to class discussions. Students are expected to read all assigned readings, prepare oral presentations, and complete written assignments. If a class session must be missed for personal or professional reasons, please contact the instructor prior to the session and make arrangements with a classmate for notes and materials to be collected. **Each student is allowed one excused absence. After this, each absence will result in a deduction of 3 points from the course grade.**

2. **Campus Equity Audit (20 points):** Students will prepare an equity audit using information from the Texas Academic Performance Report (TAPR) and about several special programs offered at the school.
3. **Chapter Presentation (15 points):** Students will work with other class members to summarize one of the Theoharis and Brooks textbook chapters and engage classmates in an application activity.
4. **Teacher Interviews (15 points):** Students will interview a Bilingual, Special Education, Gifted and Talented, and Early Childhood Education or Career and Technical Education teacher at their school to obtain background about these program offerings and services.
5. **Final Paper (25 points):** Students will synthesize findings from their campus equity audit and teacher interviews to determine teacher quality, programmatic quality, and achievement.

Grades will be based on 100 points:

Final grades will be assigned as follows:	92-100 points	A
	83-91 points	B
	74-82 points	C
	65-73 points	D
	Below 65 points	F
	Incomplete*	I

*In order to qualify for an incomplete, a student must attend at least 75% of the classes.

Assignments must be submitted on the due date. **Failure to complete the assignment on time will result in a 20% deduction of the point value of the assignment.** All assignments must be completed on a word processor or computer using 12-point size New Times Roman font and double-spaced.

Required Readings

Skrla, L., McKenzie, K. B., & Scheurich, J. J. (2009). *Using equity audits to create equitable and excellent schools*. Thousand Oaks, CA: Corwin Press and the National Association of Secondary School Principals.

Theoharis, G., & Brooks, J. S. (Eds.) (2012). *What every principals needs to know to create equitable and excellent schools*. New York: Teachers College Press.

Articles: All articles and course handouts are posted on Blackboard Learn by course theme.

Blackboard Learn

Course materials for EDL 5503 are located on Blackboard Learn, including articles for each course theme. **Please print the materials for each theme and bring them to class.** Access Blackboard via the following website: <https://learn.utsa.edu>. If you need assistance, please call 458-5555.

Related Websites:

National Center for Education Statistics:
www.nces.ed.gov

Texas Bilingual Education:
http://www.tea.state.tx.us/index2.aspx?id=4098&m_enu_id=720

Texas Education Agency:
www.tea.texas.gov

National Clearinghouse for English Language Acquisition:
www.ncela.us

Texas Administrative Code: Chapter 75: Curriculum and Chapter 89: Adaptations for Special Populations:
<http://ritter.tea.state.tx.us/rules/tac/index.html>

Texas - Career and Technology Education:
http://www.tea.state.tx.us/index2.aspx?id=4881&m_enu_id=720

Texas - Gifted and Talented Education:
<http://www.tea.state.tx.us/index2.aspx?id=6420>

Texas - Special Education:
https://tea.texas.gov/Academics/Special_Student_Populations/Special_Education/Special_Education/

The IRIS Center:

<http://iris.peabody.vanderbilt.edu>

Council for Exceptional Children
www.cec.sped.org

Accommodations

Students with disabilities must be registered with UTSA Student Disability Services (MS 3.01.16, 210-458-4157) in order to receive support services. If accommodations related to a disability are required, students should make an appointment with the instructor to discuss his/her needs. For more information, see: <http://www.utsa.edu/disability/>.

Audio Taping Policy

It is impermissible to tape class sessions unless students have a registered disability with the UTSA Office of Disability Services (see above).

Electronic Devices

Laptops, notepads, smart phones, and other electronic devices should only be used to access relevant information to the course discussion. Cell phones should be on vibrate during class to minimize disruptions.

University Policy on Student Classroom Conduct

All students are expected to exercise self-discipline and a respect for the rights of others at all times. Behavioral disruptions that interfere with the business of the classroom or with an individual's ability to learn may be referred to the Office of Student Judicial Affairs in accordance with Section 202 of the Student Code of Conduct. Students are expected to assist in maintaining a classroom environment that is conducive to learning. To assure all students have the opportunity to gain from time spent in class, students are prohibited from engaging in any form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class.

Policy on Cheating

Students are expected to be above reproach in scholastic activities. Violations of University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University (See section IV of the UTSA Faculty Handbook). Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For more information, see: <http://www.utsa.edu/infoguide/appendices/b.html>.

Roadrunner Creed and Honor Code

Roadrunner Creed (<http://utsa.edu/about/creed/>)

Honor Code (<http://faculty.business.utsa.edu/rsandova/UTSA/Honor%20Code.htm>)

This syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes deemed necessary and/or appropriate and will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

**EDL 6941/6942 Practicum in Educational Administration
Course Syllabus**

ELPS MISSION STATEMENT

The Department of Educational Leadership and Policy Studies prepares educators to become transformational leaders who can work effectively in diverse, ambiguous, and challenging contexts. The goals of transformational leadership include equity, excellence, social justice, democracy, risk-taking, and responsiveness to community needs. Faculty in the Department of Educational Leadership and Policy Studies are strongly committed to developing collaborative and responsive relationships with area schools and communities.

Contact Information

Instructor: Sylvester Perez, Ed.D.

Educational Leadership and Policy Studies

Buena Vista Rm. 3.110

Office: 210-458-8783, Fax: 210-458-5848 CELL # 432-349-0020

sylvester.perez@utsa.edu

Office hours: By appointment

Course Goals and Objectives

Through the practicum course, the intern will engage in experiences designed to provide opportunities to identify approaches, strategies and decisions that address best practices and high-impact competencies aligned to the TEA Principal Standards.

TEA Principal Standards:

Standard 1 – Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.

Standard 2 – Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

Standard 3 – Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

Standard 4 – School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Standard 5 – Strategic Operations. The principal is responsible for implementing systems that align with the school’s vision and improve the quality of instruction.

Course Materials

Readings assigned and posted on Blackboard

Course Format

FOUR DIMENSIONS OF THE PRACTICUM

A digital portfolio is produced through the engagement with four dimensions:

- (a) Shadowing and observation
- (b) Internship Project
- (c) Administrative activities
- (d) Continual reflection

Each of these dimensions provide the intern with opportunities to experience practices of educational leadership. Time spent engaged in these four dimensions will be recorded in the weekly activity logs to ensure that each intern completes the 160-hour requirement.

Each intern is required to seek out opportunities at their location that will allow them to participate in meaningful practices of educational leadership.

INSTRUCTOR’S REQUIRED ACTIVITIES

1. Create an introductory video that describes your internship site and goals for the course.
2. Maintain weekly log of activities noting alignment to State Standards.
3. Keep an online journal to record reflections on internship activities (from weekly logs) Utilize this journal to generate a synthesis reflection paper.
4. Shadow the principal and assistant principal for an entire school day separately and participate in online discussion board regarding shadow/observation experience.
5. Conduct a classroom observation (with UTSA professor) utilizing the T-TESS criteria.
6. Prepare a professional resume and cover letter of application
7. Complete *Capstone Project* and develop a presentation for the campus leadership to communicate findings and suggestions for practice. Present overview of project in class.
8. Write a synthesis reflection paper that analyzes and organizes your various reflections generated during the practicum (2 pages – 500 words)

See Appendix A for more detailed descriptions of each assignment. See Appendix B for optional activities that the intern may select to enhance the internship experience.

Communication Plan

Email is the best way to reach me and I will do my best to return your email within 48 hours of receiving it (excluding weekends). You will be required to engage in individual conferences with the

instructor and your site internship supervisor. These conferences will take place at your work site and scheduled in advance of the site visit.

Illness/Emergencies/Unforeseeable Absences: If an illness/emergency or unforeseeable circumstance arises and you cannot attend class, please email or call me ASAP. Due to the limited number of class meetings, any absence will impact grade. More than one absence may require student to take an incomplete for the course.

Technology – Blackboard and Email

All assignments are to be uploaded onto Blackboard before the start of class on the due date unless specified otherwise. Additional readings will be posted on Blackboard; hard copies will not be provided in class. Access your UTSA email on a regular basis, as course announcements and resources will be emailed to this account. Also, while there is internet availability throughout the campus, during class, please limit your use of the internet to class work only.

Technology Requirements and Tech Support

- Basic computer skills and internet access
- Supported web browser: Internet Explorer, Firefox, Safari, or Chrome.
- Run the Blackboard Browser Check. Download and install all required plugins.

OITConnect provides general technical support for issues such as browser configurations and installing plugin required to ensure Blackboard runs accurately.

- Call OITConnect (preferred method) 210.458.5555.
- Send an Email: OITConnect@utsa.edu.
- Review the Blackboard Learn help information.
- Visit a UTSA Student Computing Services Lab.

Grading Information

Activity		Total Points
Participation and Introductory Video	In-class, online and fieldwork	10
	Post on Google docs	
Digital portfolio	<ul style="list-style-type: none"> • *Weekly Activity logs (160 hours) 	25
	<ul style="list-style-type: none"> • Resume and cover letter 	
	<ul style="list-style-type: none"> • Required internship forms 	
	<ul style="list-style-type: none"> • Pre/post self-assessment 	
	<ul style="list-style-type: none"> • Synthesis reflection paper (500 words min.) 	
Fieldwork	<ul style="list-style-type: none"> • *T-TESS observation (with UTSA professor) 	25
	<ul style="list-style-type: none"> • Shadow Days (2) - One day with principal and one day with AP 	
Capstone Project	<ul style="list-style-type: none"> • Proposal, Implementation, Presentation (submit with digital portfolio) 	25

Online Activities	<ul style="list-style-type: none"> • Journal- (Min. of one entry per week) • Discussion Board (Post and respond to one post) 	15
Total		100

***Required** for completion of practicum course. Failure to satisfactorily complete observation and hours will result in an “incomplete” for the course.

Grading Scale: 90-100 = A, 80-89 = B, 70-79 = C, 69 and below is failing

Course Expectations & Policies

Engagement and participation are requisite components of the course, and involve both in and out of class activities. Each student is expected to actively contribute to each class discussion by making connections to the assigned readings and their internship experiences. They will be prepared, forthcoming in sharing of their own ideas, and considerate of the ideas shared by others. Participation is evidenced by thoughtful reflection on assigned readings/activities and advances the learning of the whole group in relation to the topic/s under study. Since our in-class meetings are very limited, attendance is crucial. If you are absent, you cannot participate and your participation grade will be affected.

Students are expected to complete assigned readings and/or activities prior to class, and be prepared with discussion issues and questions related to the readings. Bring readings to class in electronic or hard copy format, as we will refer to them during our discussion and activities. Attendance is expected for all classes. Each absence (full or partial) does lower a final grade. It is the student's responsibility to obtain class handouts from another student or download from Blackboard.

Late or missed assignments: All assignments are due on the date assigned unless other arrangements have been successfully negotiated with the instructor for compelling reasons. Late work will not be accepted in this course.

Policies

Classroom: Attend each class meeting and arrive on time. Turn all cell phones and pagers to silent mode. Do not answer cell phones or send/respond to text messages during class. If you need to keep your cell phone out, please let instructor know before class.

Assignment Format: All assignments are to be submitted electronically and in APA format (including citations, cover sheet with statement of authorship, abstract, headers, and page numbers). Special attention will be given to citations and reference pages. Papers ought to be double-spaced in 12 pt. fonts (Times New Roman, preferred) with 1” margins.

Campus & Online Resources

The Writing Center: The Writing Center supports all students. Visit TWC at the Main Campus in the JPL building (2.01.12D) or at the Downtown Campus in the Frio Street Building (FS 4.432). TWC also offers online tutoring. To make an appointment, go to the [TWC website](#) and register for our online scheduling system, WOnline. Once registered, you can see our schedule and make appointments. Walk-ins must also register before seeing a tutor. If you have any questions about TWC's scheduling system or about the tutoring process, please call the Writing Center at (210)458-

6086 or email martha.smith@utsa.edu.

UTSA Library: Access [UTSA Library resources](#) with your myUTSA ID (abc123) username and password.

Library Tutorials for Research: This course will require you to review, evaluate and synthesize literature, as well as use proper APA citations. If you need some help, feel free to visit the library at Main or Downtown Campus. There are also [online tutorials](#) that can help.

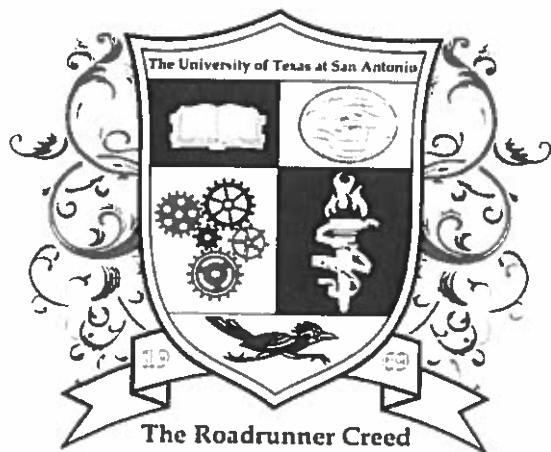
Google Scholar: [Google Scholar](#) is also a great resource for conducting literature reviews.

Counseling Services: Counseling Services provides confidential, professional services to help meet the personal and developmental needs of currently enrolled students. Counseling Services also screens for possible learning disabilities and has limited psychiatric services. Visit [Counseling Services website](#) or call (210) 458-4140 for Main Campus and (210) 458-2930 for Downtown Campus.

Academic Honesty

Students are responsible for learning and understanding the UTSA policy on academic misconduct. Academic or scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student, or the attempt to commit such acts. Academic dishonesty is a violation of the Student Code of Conduct. Information Bulletin Appendix B, Sec. 203.

Roadrunner Creed



- Uphold the highest standards of academic and personal integrity by practicing and expecting fair and ethical conduct;
- Respect and accept individual differences, recognizing the inherent dignity of each person;
- Contribute to campus life and the larger community through my active engagement; and
- Support the fearless exploration of dreams and ideas in the advancement of ingenuity, creativity, and discovery.

As

a Roadrunner I will:

Guided by these principles now and forever, I am a Roadrunner!

Disability Services

The University of Texas at San Antonio, in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, provides “reasonable accommodations” to students with disabilities. Any student with a disability who is requesting an accommodation for this course must provide the instructor with official documentation in the form of a letter from Student Disability

Services. It is the student's responsibility to provide documentation of disability to UTSA Disability Services Office and meet with a counselor to request special accommodation before classes start. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found through Student Disability Services at the Main Campus (210) 458-4157 or the Downtown Campus (210) 458-2945.

Campus Carry

Pursuant to HOP 9.48, Carrying of Concealed Handguns on Campus, my private office (BV4.346) is a designated exclusion zone. As set out in Section 30.06, Penal Code (trespass by license holder with a concealed handgun), a person licensed to carry a Concealed Handgun under Subchapter H, Chapter 411 Government Code (handgun licensing law), may not enter this property/office with a concealed handgun.

De conformidad con HOP 9.48, Llevar Armas de Fuego Encubiertas en el Campus, mi oficina privada (BV 4.346) es una zona designada de exclusión. Conforme a la sección 30.06 del código penal (entrar sin autorización portando armas de fuego) personas con licencia bajo del sub-capítulo H, capítulo 411, código de gobierno (ley de portar armas), no deben entrar a esta propiedad portando un arma de fuego. Campus carry policy for UTSA.

Privacy & Netiquette

Blackboard Learn software automatically stores course access records, quiz scores, email postings, discussion postings, and chat room conversations. Ensure your communications adhere to the netiquette policy - an informal code of conduct that most people follow on the Internet. Often people who break the code become the victims of flame responses. Netiquette includes not sending email or posting messages in ALL CAPS, avoiding too many exclamation points, or asking repetitive questions in forums that have already addressed the topic or have FAQs posted. Sending spam is also a violation of netiquette.

Changes

The syllabus is subject to change at the discretion of the instructor. Changes will be communicated via Blackboard. It is your responsibility to check Blackboard for updates to the syllabus, the course materials, assignment dates, or other changes.

APPENDIX A

COURSE ASSIGNMENT DESCRIPTIONS

Introductory video via google docs

Create a short 3-5-minute video that describes your internship site (name, location, current assignment, site supervisor, etc.) Include a personal and professional goal. This will be shared with the class.

Resume

Prepare a resume and a cover letter for a current job posting.

Journal via Blackboard

The purpose of the journal is to capture the process you have undergone in your weekly activity logs. Your journal entries should record your progress or series of steps taken to accomplish your capstone project. Each entry should be long enough to see some elements of progress.

Reflection will focus on you as a leader. You are encouraged to keep a weekly journal. The week resets at 10 pm on Sundays. During the last week, focus on how the internship activities changed, challenged, or aligned with your personal and professional self.

Capstone project and presentation

You will be expected to research, prepare and present a Capstone Project that addresses the needs identified by you and your principal. For your presentation, plan an activity using a variety of strategies to engage your peers and ensure that all aspects of your project are discussed. The presentation should be conducted within a 15-minute period.

Shadow days (2) and reflection paper

Accompany the campus principal and one of the campus assistant principals for an entire day each. The reflection paper should include a comparison on how the roles differ and what tasks they hold in common.

APPENDIX B

OPTIONAL ACTIVITIES

Shadow and Observation	Capstone Project	Administrative Activities	Reflection
<p>Attend/observe a campus leadership meeting</p> <p>Participate/observe one community non-school activity</p> <p>Observe a department or grade level meeting other than your own</p> <p>Observe school leader's participation in a Campus Improvement Committee meeting</p> <p>Observe the Principal or other campus specialist meetings with parent or community groups</p>	<p>Meet with the leadership team and teacher leaders to discuss your specific area of study.</p> <p>Review research regarding the area of study and if possible present your findings at a faculty meeting</p> <p>Engage in data collection procedures and analysis as outlined in your project proposal.</p>	<p>Review your school's crisis management plan, master schedule, attendance plan, discipline referral process, Response to Intervention process and or MTSS, budget, and meet with person(s) responsible for implementation.</p> <p>Assist in planning and presenting a meeting for the school's New Teacher Mentoring Program and/or a parent/community event.</p>	<p>Write a comparative analysis (200 words) on the role of the principal and the assistant principal.</p> <p>Create an auto-ethnography that ties your own educational experiences to your professional experiences.</p> <p>Develop a digital story that reflects the most powerful experiences of the practicum</p>

Attachment 3: Instructional Coaching Protocol

Coach Perspective

- "...Coaching is a process, a set of strategies, and a way of thinking that supports the ongoing development of individuals and organizations, as they become increasingly self-directed and reflective. It is a composite of skills and strategies, maps and tools and mental models and beliefs."
(Costa and Garmston).
- Effective coaches usually are good listeners, ask good questions, build emotional connections, find common ground, build trust, and redirect destructive interactions." (Dr. Jim Knight)

Each intern completes a self-assessment which includes an overview of the TEA Principal Standards.

Examples of High-Leverage Standards/Practices - Principal

- Implements procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making
- Uses formative and summative evaluation procedures to enhance the knowledge and skills of campus staff
- Facilitates the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students

Self-Assessment

- How are the principal standards used to guide your self-assessment?
- What processes do you use to collect data and self-assess practices?
- What does your self-assessment or reflection reveal?
- How do you gather feedback from others to self-assess practices and determine subsequent actions?

Instructional Coaching Sessions

- The purpose of the coaching conference is to discuss upcoming campus visits with a focus on:
 - the EPP intern's self-assessment,
 - specific high-impact competencies identified in the position standards,
 - the progression of performance toward these standards,
 - goal-setting and professional development

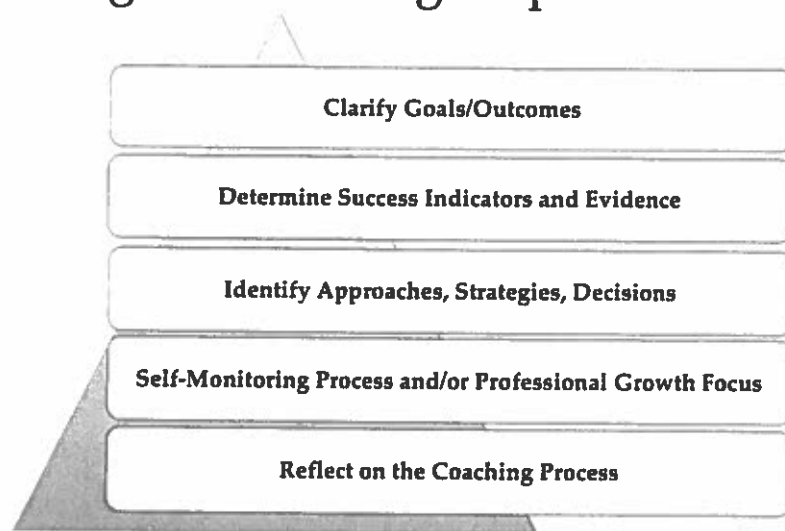
Goal Setting and Planning

Begin with the end in mind

Identify data and evidence to assess progress and impact

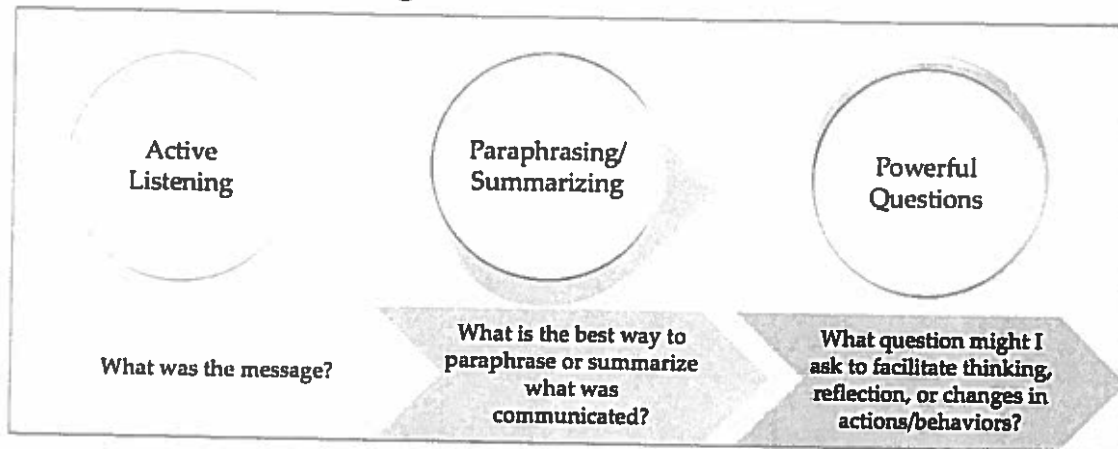
Assess implementation strategies and impact

Goal-Setting and Planning Map



Instructional coaching follows a pattern where the coach is actively engaged in listening and guiding the intern toward self-direction and reflection.

Coaching Communication Pattern



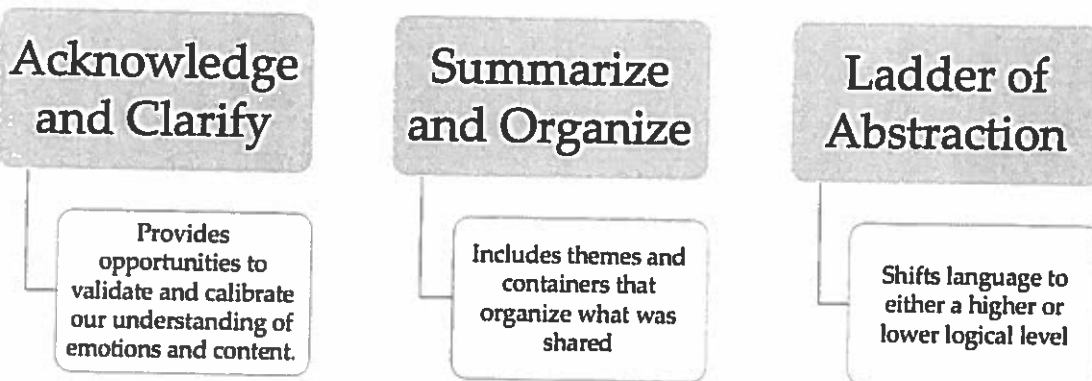
Reflecting

- Link to the goals in goal-setting or planning
- Analyze and compare expected versus actual results
- Reflect on implementation and impact using data and evidence
- Determine purposeful refinement of practices and future actions
- Plan and design actions for next steps

Reflecting Map

- Summarize impressions and recall supporting data
- Analyze causal factors and cause/effect relationships
- Construct new learnings
- Commit to new application
- Reflect on the coaching process

Paraphrasing and Summarizing



Reframing and Shifting

<ul style="list-style-type: none">• Polarized thinking – good/bad; happy/unhappy; right/wrong; perfect/complete failure• Passive to active• Negative to positive feelings• Micro to macro views – macro to micro views• Past/current to future• Future to past/current• Others to oneself – oneself to others• Liability to an asset	<ul style="list-style-type: none">• Victimization to empowerment• Oneself to others – or “it’s all about me” to “what about we”• Feeling stuck to having options• Uncertain to understanding• Unaware to aware• Not knowing to examining data• Blaming to taking ownership
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Elements of Powerful Questions

- Are open-ended
- Are non-judgmental
- Use positive presuppositions
- Use plural nouns
- Include tentative language
- Guide discovery and dialogue
- Invite complex thinking and reflection
- Probing, elicit ideas
- Uncover meaning
- Evoke more questions
- Explore creativity, ideas, and new possibilities
- Generate energy and forward movement in taking action
- Foster self-directed learning
- Anticipate, Clarify, Elaborate

Powerful Question Types

- Hypothetical/for instance/predictions
- Implementation/taking action/planning
- Summarizing/concluding
- Integration
- Shift perspective
- Focus attention
- Lead to insight
- Lead to possibilities and solutions

Instructional Coaching Actions and Outcomes

- Brainstorms and assists the intern in defining knowledge, skills, and responsibilities that demonstrate, practice, and deepen learning in this new role
- Assists the intern in focusing on and systematically exploring specific concerns and opportunities that are central to the standards and competencies

- Promotes active experimentation and self-discovery, where the intern applies what has been discussed and learned.
- Challenges the intern's assumptions and perspectives to provoke new ideas and find new possibilities for action
- Advocates or highlights points of view that are aligned with candidate's goals and, without attachment, engages the intern to consider them
- Coaches actions that will move the intern toward his/her stated goals
- Demonstrates follow-through by asking the intern about those actions that he/she committed to during the previous conversations
- Promotes the intern's self-discipline and holds him/her accountable for actions, for the results of an intended action, or for a specific plan with related time frames
- Develops the intern's ability to make decisions, address key concerns, and develop himself/herself (to get feedback, to determine priorities and set the pace of learning, to reflect on and learn from experiences)
- Celebrates the intern's successes and capabilities for future growth

Adapted from:

International Coach Federation Core Competencies and TEA T-TESS Field Supervisor Guide

For use by the Educational Leadership and Policy Studies Department, University of Texas at San Antonio

Name

Campus

PRE-CONFERENCE CONVERSATION GUIDE

Name
Activity
Campus

Activity

Clarify Goals/Outcomes	What goals/outcomes do you want to achieve? How will you know that the goal/event is successful? How will you know that you have achieved the goal/outcome? What specifically will you see and hear to indicate that it's successful? As you monitor progress, what types of data might you collect?
Determine Success Indicators and Evidence	
Identify Approaches, Strategies, Decisions	What approaches/strategies are you thinking of using? How will you decide which approaches/strategies to use? What types of decisions will you have to make to achieve this?
Self-Monitoring Process and/or Professional Growth Focus	As you carry out this goal or event, what do you see as your personal learning focus? What information will you be gathering to self-monitor the process? How will you monitor progress toward the goal/event?
Reflect on the Coaching Process	What are your thoughts about this conversation? What should we have discussed that we didn't? How can I support you?
Principal Standards	To what standard(s) is your goal/outcome linked or aligned? What is your current assessment of your proficiency in these standards? What does proficiency for the linked standard(s) look like? In what ways do the goals move you towards proficiency with the standard? What proficiency do you expect to attain as a result of achieving the goal/event?

Attachment 4: Evaluation Processes and Metrics

A. Course Evaluation Processes and Metrics

EDL 5103 School Finance (Fall 2018)

1. Class participation
2. Reading quizzes
3. Research paper
4. Research presentation

EDL 5703 Legal Foundations in Education (Fall 2018)

1. Quizzes
2. Final examination
3. Case critique
4. Educational policy analysis paper
5. Application assignment
6. Miscellaneous provisions

EDL 6941/6942 Practicum in Educational Administration (Fall 2018, Spring 2019)

1. Introductory video via google docs
2. Resume
3. Journal via blackboard
4. Capstone project and presentation
5. Shadow days and reflection paper

EDL 6023 Instructional Leadership for School Improvement (Spring 2019)

1. Participation
2. PLC action plan
3. School improvement and presentation
4. Blackboard discussions
5. Final reflection

EDL 5503 Administration and Function of Special Programs (Spring 2019)

1. Campus equity audit
2. Final paper

B. Program Evaluation and Metrics

TExES Principal Examination

1. Workshops
2. Practice test
3. State examination

A. Course Evaluation and Metrics

EDL 5103 School Finance

1. Class participation: 10 %

During in-class meetings, students will be expected to actively participate in discussions and activities. A participation grade will be assigned at the end of the semester based on the following criteria:

1. **Excellent Participation:** Proactive participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration, and not absent for more than one class period.
[Grade = 90 to 100 points]
2. **Satisfactory Participation:** Reactive participation with supportive, follow-up contributions that are relevant and of value and was absent between 2 and 3 class periods.
[Grade = 80 to 89]
3. **Minimally Acceptable Participation:** Passive participation including being present, alert, attentive, but not actively involved, and/or was absent more than 3 periods.
[Grade = 70 to 79]
4. **Unsatisfactory Participation:** Uninvolved including being absent, late, present but not attentive, or making irrelevant contributions that inhibit the discussion, and/or absent for more than 3 class periods. [Grade = 0 to 69 points]

2. Reading quizzes: 40%

During the course of the semester, students will be asked to participate in quizzes based on material assigned during the class. The quizzes will be utilized to assess understanding of the topics to be discussed.

3. Research Paper: 30%

As an individual or as team of two, prepare a research paper that focuses on the financial situation of your school district. The paper should answer the following questions: what are the current financial issues your district is facing and what are the plans to address these issues. Your research should include interviewing at least one of your district's school business officials. Grade will be based on format, completion, accuracy, and analysis. Proposals should include the following components in APA format:

1. APA Title Page
2. Introduction
3. Issues Section
4. Plans Section
5. Conclusion
6. APA Reference Page(s)

4. Research paper presentation: 20%

Students will present their research proposal to the class. Presentations are due on the date assigned.

EDL 5703 Legal Foundations in Education

1. Quizzes (20% of final grade)

Six quizzes will be given as shown in the class meeting schedule. The quizzes will be given on Blackboard Learn. The quizzes will be 60 minutes in length, will consist of from 10 to 20 objective questions (true-false, multiple choice, etc.) and will cover key concepts from the Dayton and WKM readings for that class session or those class sessions. The lowest two quiz grades will be dropped, and the quiz average will count 20% toward the final grade. Quizzes are open book and notes but are not collaborative.

2. Final examination (20% of final grade)

A final exam will be given as shown in the course schedule. This exam will be administered via Blackboard, will be from 4-5 essay questions in format, and will be take-home and "open book" (including course materials, handouts, etc. [but not collaborative in nature]). The purpose of this exam is to give you the opportunity to apply the concepts learned in class to real-life legal scenarios presented in the exams. The following provides the dates that the exams will be available.

There is no time limit to complete the exam, as long as it is submitted by not later than the time and date noted above. The final exam is open-book/notes, but is **not collaborative in nature**.

3. Case critique (20% of final grade)

Each student will prepare and present to the class one case critique from the table of cases that is provided. Please see the guidelines and sample critique in the course menu of Blackboard Learn for further information. The case critique will comprise 20% of the final grade. The case critiques will be due on the date that is posted in the "Cases for Critique" attachment in Blackboard. Please use Microsoft Word when writing your critiques and, when submitting your case critique, please post in the "Case Critiques" topic area of Blackboard Learn discussions.

4. Educational policy analysis paper (20% of final grade)

Working either singly or in groups of up to 3, each person/group will write a "white paper" analyzing and making recommendations for improvement of an existing district policy, procedure, or handbook provision. This paper will count 20% of the final grade. Please see Blackboard Learn for more information on this exercise

As you prepare your paper (carefully attending to your assignment sheet as a guide), it might also help you to know what criteria I will use to assign a grade. Keep in mind that 20% of the final grade will be comprised of this project.

An "A" paper (18-20 points) is characterized by:

- A clear, thorough, well-organized paper reflecting a depth of knowledge and understanding of the topic.
- Addressing all components of the assignment.
- Reflecting style and language appropriate to the field of study
- Supporting analysis with appropriate citations and references (and includes a complete reference list).
- No (very few) noticeable errors in composition.

A "B" paper (16-17 points) is characterized by:

- A detailed, well-organized paper that reflects thorough knowledge and understanding of the topic.
- Addressing all components of the assignment.
- Supporting analysis with appropriate citations and references, although few and limited in scope (i.e., course readings and nothing more).
- Few errors in composition

A "C" paper (14-15 points) is characterized by:

- A well-organized but insufficiently detailed paper which reflects only adequate knowledge and understanding of the topic
- Addressing some, but not all, of the components of the assignment
- Analysis lacking references to scholarly opinion and research
- A distracting number of errors in composition or spelling (i.e. \geq 2-3 per page)

The paper will be evaluated according to the rubric:

Rating/Criterion	4	3	2	1
Title page (I)	Follows APA format completely	Follows APA format substantially	Follows APA format minimally	Does not follow APA format
Executive summary (II)	Summarizes paper extremely clearly	Summarizes paper substantially clearly	Summarizes paper somewhat clearly	Does not summarize paper
Introduction (III)	Background, problem, and significance of issue clearly articulated	Background, problem, and significance of issue substantially articulated	Background, problem, and significance of issue somewhat articulated	Background, problem, and significance of issue not articulated
Background of policy, provision, procedure (IV-A)	Clearly articulated	Substantially articulated	Somewhat articulated	Not articulated
Analysis of policy, provision, procedure (IV-B)	Very thorough and clear	Substantially thorough and clear	Somewhat thorough and clear	Not thorough and clear
Proposed revisions (V-A)	Clearly written and described	Substantially clearly written and described	Somewhat clearly written and described	Not clearly written and described

Proposed revisions (V-B)	Very thorough and clear	Substantially thorough and clear	Somewhat thorough and clear	Not thorough and clear
Proposed revisions (V-C)	Very thorough and clear	Substantially thorough and clear	Somewhat thorough and clear	Not thorough and clear
Evaluation	Evaluation addressed very clearly	Evaluation addressed substantially clearly	Evaluation addressed somewhat clearly	Evaluation not addressed
Conclusion	Ties paper together very clearly & succinctly	Ties paper together substantially	Ties paper together somewhat	Does not tie paper together
Quality of writing	Clearly outstanding - 0 to 2 errors	Solid - 3 to 5 errors	Needs improvement - 6 to 10 errors	Not graduate quality work - more than 10 errors
Citations and references	Follows APA text and reference citations format completely	Follows APA text and reference citations format substantially	Follows APA text and reference citations format marginally	Does not follow APA text and reference citations at all

5. Application assignment (20% of final grade)

Working individually or with one partner, each student or group will attend a local independent school district board meeting and prepare a write-up of this meeting according to the guidelines found in Blackboard Learn. This exercise will count 20% toward the final grade. Please see Blackboard Learn for information on this exercise.

6. Miscellaneous provisions

Attendance/Make-up work

Class attendance is crucial. Because I understand that professional responsibilities might necessitate you missing a class, I will grant one absence from "in-class" class without penalty. Further absences will result in a deduction of seven and one-half (7.5) points from your final numerical grade, unless the absence results from and is verified in writing for one of the following reasons: (i) Participation in a required/authorized university activity, (ii) Verified illness, (iii) Death in the student's immediate family,

(iv) Obligation of a student at a legal proceeding, or (v) Religious holy day observance. As specified in the UTSA Student Attendance policy, students may be dropped from the course with a grade of "F" for excessive absences.

All assignments are due on the date assigned, regardless of your presence in class. If you know that you will be absent on the day of a due assignment, please plan accordingly and email me the assignment on or prior to the due date.

All assignments are to be submitted electronically via Blackboard Learn.

In general, the following numerical scale will be used to determine letter grades: A, 90- 100%; B, 80 to less than 90%; C, 70 to less than 80%; D, 60 to less than 70%; F, less than 60%. Elevating borderline numerical grades to the next higher letter grade is done at the instructor's discretion.

EDL 6941/6942 Internship

1. Introductory video via google docs

Create a short 3-5-minute video that describes your internship site (name, location, current assignment, site supervisor, etc.) Include a personal and professional goal. This will be shared with the class.

2. Resume

Prepare a resume and a cover letter for a current job posting.

3. Journal via blackboard

The purpose of the journal is to capture the process you have undergone in your weekly activity logs. Your journal entries should record your progress or series of steps taken to accomplish your capstone project. Each entry should be long enough to see some elements of progress.

Reflection will focus on you as a leader. You are encouraged to keep a weekly journal. The week resets at 10 pm on Sundays. During the last week, focus on how the internship activities changed, challenged, or aligned with your personal and professional self.

4. Capstone project and presentation

You will be expected to research, prepare and present a Capstone Project that addresses the needs identified by you and your principal. For your presentation, plan an activity using a variety of strategies to engage your peers and ensure that all aspects of your project are discussed. The presentation should be conducted within a 15-minute period.

5. Shadow days (2) and reflection paper

Accompany the campus principal and one of the campus assistant principals for an entire day each. The reflection paper should include a comparison on how the roles differ and what tasks they hold in common.

Shadow and Observation	Capstone Project	Administrative Activities	Reflection
Attend/observe a campus leadership meeting	Meet with the leadership team and teacher leaders to discuss your specific area of study.	Review your school's crisis management plan, master schedule, attendance plan, discipline referral process, Response to Intervention process and or MTSS, budget, and meet with person(s) responsible	Write a comparative analysis (200 words) on the role of the principal and the assistant principal.
Participate/observe one community non-school activity	Review research regarding the area of study and if possible present your findings		Create an auto-ethnography that ties your own educational experiences to your
Observe a department or grade level meeting			

<p>other than your own</p> <p>Observe school leader's participation in a Campus Improvement Committee meeting</p> <p>Observe the Principal or other campus specialist meetings with parent or community groups</p>	<p>at a faculty meeting</p> <p>Engage in data collection procedures and analysis as outlined in your project proposal.</p>	<p>for implementation.</p> <p>Assist in planning and presenting a meeting for the school's New Teacher Mentoring Program and/or a parent/community event.</p>	<p>professional experiences.</p> <p>Develop a digital story that reflects the most powerful experiences of the practicum</p>
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EDL 6023 Instructional Leadership for School Improvement

1. Participation (10 points)

Each student is expected to actively contribute to each class discussion by making connections to the assigned text/supplementary readings (i.e., theories and concepts) and to their own work experiences. They will be prepared, forthcoming in sharing of their own ideas and thoughts, inviting and considerate of the thoughts and ideas shared by others. Students are encouraged to **listen openly to different views and respectfully engage when disturbed or disagree**. Students are expected to actively participate in out-of-class activities and/or work sessions when appropriate. **Keep in mind if you are absent, you cannot participate and your participation grade will be affected.**

2. PLC Action Plan (20 points)

Students will be assigned to develop a 30-day entry point action plan. Students will review a specific academic area in an elementary or secondary school. Using the data available, students will develop and present an aligned, good, first instruction lesson that engages a Professional Learning Environment. This activity will follow the characteristics of a PLC for collaboration and support. The action plan will address key areas of potential growth and activities to address area. Additionally, present potential challenges you may encounter as a novice principal when presented with such data and required to create an entry point (30-day) action plan. Refer to **Appendix A** for schedule of 30 min presentations.

Appendix A: PLC Action Plans

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Literacy	Math	Science	Social Studies	Special Education	Bilingual ELL/ESL
Elementary School					
Secondary School					

3. School Improvement and Presentation (30 points)

Students will be expected to research, prepare and present a year-long School Improvement Initiative that addresses the needs identified. For your presentation, plan activities using information from the assigned chapters and journal articles utilizing a variety of strategies to engage all learners and ensure that all aspects of the assignment are covered. Your group presentation ought to lead the class to a critique increasing the engagement, creativity and participation of all students. Each group will include findings from a research based article pertaining to the theme being presented. The presentation should be conducted within a 60-minute period. Refer to **Appendix B** for more information on class project schedule.

Appendix B: School Improvement and Presentation
Evaluation Form for School Improvement Plan

STUDENT NAME(S) _____

Rater: _____

Please indicate your rating for each component of the paper and include comments to explain your rating as necessary.

Ratings: 5 = Excellent 3 = Satisfactory 1 = Unsatisfactory

TOPICS	5	3	1	COMMENTS
1. ADEQUATELY PROVIDES ALL DESCRIPTIVE DATA FOR CAMPUS				
2. GOALS AND OBJECTIVES ADDRESS EQUITABLE PRACTICES FOR ALL STUDENTS				
3. TARGET AREA FOR IMPROVEMENT USES MULTIPLE DATA SETS				
4. INCORPORATES RATIONALE AND TEKS WITH INNOVATIVE STRATEGIES TO ADDRESS INSTRUCTIONAL ISSUES				
5. APPROPRIATE TIMEFRAME FOR THE IMPLEMENTATION, COMPLETION AND EVALUATION OF THE TARGET AREAS				
6. QUALITY OF THE IMPROVEMENT PLAN, WRITING, DISCUSSION, ANALYSIS OF THE DATA, AND APA FORMAT				

TOTAL POINTS: _____

Topics to Address for School Improvement

- Discipline Data
- General Achievement Data
- Social Class
- Race and Ethnicity Data
- ELLs and Bilingual Data
- (Dis)ability Data
- Gender Data
- Sexual Orientation and Gender Identity Data

Guiding Questions

Social Class

- What do these social class data mean?
- Strengths
- Areas for improvement
- Specific ideas to remedy the areas in need of improvement

Race and Ethnicity

- What do these race and ethnicity data mean?
- Strengths
- Areas for improvement
- Specific ideas to remedy the areas in need of improvement

English Language Learners

- What do these ELLs data mean?
- Strengths
- Areas for improvement
- Specific ideas to remedy the areas in need of improvement

Students with (Dis)abilities

- What do these special education data mean?
- Strengths
- Areas for improvement
- Specific ideas to remedy the areas in need of improvement

Gender

- What do these gender data mean?
- Strengths
- Areas for improvement
- Specific ideas to remedy the areas in need of improvement

Sexual Orientation and Gender Identity

- What do these sexual orientation and gender identity data mean?
- Strengths
- Areas for improvement
- Specific ideas to remedy the areas in need of improvement

4. Blackboard Discussions (30 points)

On-line Discussion: Students will engage in reactions to activities via our online system, Blackboard/Learn. Students will read the activity in blackboard and post a reaction and response to one other student's initial reaction.

5. Final Reflection (10 points)

As part of the learning experience, students will reflect and document on how lived personal moments have influenced, shaped and challenged the instructional person of today. Each student will be required to post a final reflection on what was learned during the semester. Final reflection should be complex and reflective of the assigned articles/topic discussed in class.

Notes: The instructor reserves the right to make modifications throughout the semester to the course syllabus, calendar, and readings as needed.

EDL 5503 Administration and Function of Special Programs

1. Campus Equity Audit

Purpose

Early in the semester you will conduct an equity audit of your school's programs, teacher quality, and student achievement (Skrla, McKenzie, & Scheurich, 2009). The data obtained from the audit allows school leaders to determine how student achievement is being affected by various aspects of the school, including curriculum offerings, instructional practices, special programs and services, and teacher assignments and work load.

This equity audit allows you to systematically gather information from your campus, using information from the Texas Academic Performance Report (TAPR) and about several special programs offered at the school. Based on these data, you will assess trends in program offerings, curriculum, and instruction as well as provide recommendations for improving campus equity and/or student achievement at the campus.

Written Assignment

The assignment consists of two components:

1. **Campus equity audit spreadsheet.** Summarize data collected from TAPR and several special programs.
2. **Essay.** Based on the information collected, the paper should address the following:
 - a. Guidelines
 - 4-5 page minimum, double-spaced, 12 point font, Times New Roman.
 - Minimum of 5-7 sources including required books and articles from the course.
 - APA style throughout the essay when citing research articles and additional sources.
 - Reference page of the sources cited in correct APA style.
 - b. Format
 - Introduction and advanced organizer: (1) what is your topic and why is it important? (2) what are the main issues you will be examining in the paper? (advanced organizer).
 - Discussion: (1) what are the major findings from your campus equity audit? (2) what do these findings mean regarding the services, curriculum, and instruction that students receive at your campus? (3) what do these findings mean regarding the special programs offered at your campus?
 - Reflection: (1) how will this new knowledge influence your professional practice in your current position at the school? (2) what are two leadership recommendations you would make based on the audit that could improve campus equity and/or student achievement at your campus?
 - Conclusion: What have you learned about equity at your school?
 - Cite references to support your discussion and reflections. Include a reference page using APA style.

Skrla, L., McKenzie, K. B., & Scheurich, J. J. (2009). *Using equity audits to create equitable and excellent schools*. Thousand Oaks, CA: Corwin Press and the National Association of Secondary School Principals.

2. Final Paper

Purpose

The final paper captures the information you have collected during the semester from your equity audit and the interviews with a Bilingual, Special Education, Gifted and Talented, and Early Childhood Education or Career and Technical Education teacher at your school. Based on this information, the assignment allows you to synthesize your findings using the equity framework of teacher quality, programmatic quality, and achievement described by Skrla, McKenzie, and Scheurich (2009). Prior to submitting the final paper, you will prepare an outline of your ideas that will be reviewed by the instructor, who will provide feedback prior to submitting your final paper.

Written Assignment

1. Guidelines

- a. 8-10 page minimum, double-spaced, 12 point font, Times New Roman.
- b. Minimum of 8 sources with at least 4 readings from the course.
- c. APA style throughout the essay when citing research articles and additional sources.
- d. Reference page of the sources cited in correct APA style.

2. Format

- a. Introduction and advanced organizer
 - What is your topic and why is it important?
 - What are the main issues you will be examining in the paper? (advanced organizer)
- b. Discussion. Indicate how your findings address each of the following areas:
 - Teacher quality equity (Chapter 4)
 - Programmatic equity (Chapter 5)
 - Achievement equity (Chapter 6)
- c. Reflection
 - How did completing the Campus Equity Audit and teacher interviews inform your practice as a future school leader?
 - What are three actions you plan to take as a school leader to support the administration and operation of special programs at your campus?
- d. Conclusion
 - What have you learned about how school leaders can affect the equity of program offerings for students?
- e. Include a reference page in correct APA style.

Skrla, L., McKenzie, K. B., & Scheurich, J. J. (2009). *Using equity audits to create equitable and excellent schools*. Thousand Oaks, CA: Corwin Press and the National Association of Secondary School Principals.

B. Program Evaluation Processes and Metrics

TExES Principal Examination

The state of Texas requires all applicants for the Principal Certificate must pass the TExES Principal Examination. The ELPS Department provides two workshops to help students prepare for the state examination. ELPS students seeking principal certification also must take and pass the Principal Practice Examination prior to registering for TExES Principal Examination. After passing the TExES Principal Examination, applicants receive a 5-year renewable principal certificate. Eligibility requirements for a Principal Certificate include a valid Texas Teacher Certificate, two years of acceptable classroom teaching experience in an accredited school, and a Master's degree.

1. Workshops

ELPS students must attend both workshops before they can register to take the TExES Principal Examination regardless of what score they make on the Principal Practice Examination. The first workshop reviews the Texas Domains and Competencies for Principals and the second workshop reviews students' results on the Principal Practice Examination. Workshops are offered during the fall and spring semesters.

2. Practice test

ELPS students must take the Principal Practice Examination before taking the TExES Principal Examination. We require students to receive a score of at least 65/100 on the examination. The university's Testing Services administers this exam. Students take this exam in their final semester in the program. Examinees register for the Principal Practice Exam on Banner ASAP through Testing Services.

3. State examination

After completing the ELPS workshops and Principal Practice Examination, students are eligible to register to take the TExES Principal Examination, which is administered by Educational Testing Services (ETS). A passing scaled score of 240/300 is required by the state.